



## Before Reading

### Text Type **Date.../.../...**

- Draw children's attention to the:
  - chapter titles
  - photographs
  - visual communicators: captions/labels
  - glossary and index.
- Ask "What type of book is this?" (Non-fiction) How do you know? What type of non-fiction book is this? (Report)

### Visual Literacy **Date.../.../...**

Ask students to describe what is happening on pages 4-5. Why is one person able to play well while the other person needs a rest? What do you think helped the person playing well to have enough energy to play sport? What do you think the person taking a rest needs to do based on the photographs in the book?

### Background Knowledge **Date.../.../...**

Ask students to describe the things they do that need energy.  
How do you feel when you have no energy? How do you feel when you have lots of energy?

### Phonological Awareness **Date.../.../...**

Make sure students are able to break words into syllables and identify the number of syllables in words:  
food: 1 syllable; protein: pro/tein: 2 syllables; energy: en/er/gy: 3 syllables; carbohydrates: car I bo /hy /drates: 4 syllables  
Give students clues to a word in the text based on its meaning and the number of syllables e.g. 2-syllable word that means a runner who races over a short distance: (sprinter) Students say the word and clap the syllables. Give students the opportunity to make up their own clues for a partner.

### High Frequency Words **Date.../.../...**

best, breakfast, build, foods, found, heavy, keep, kind, lunch, metres, more, need, prepare, quickly, rush, short, someone, their  
Write the words on cards. Read a sentence from the text to the students, omitting a high frequency word from the list. Ask the students to select the missing word

### Vocabulary:

carbohydrates, distance, eggs, endurance, energy, fuel, injured, marathon, meat, muscles, Olympic games, pasta, peak, pressure, protein, serves, speed, sport, sprinter, vegetables

from the pile of cards e.g.: Protein can be \_\_\_\_\_ in red meat, eggs and milk. (found)  
Use the words for 'look, Say, Cover, Write. Check'. Write a high frequency word. Students look at and say the word. Cover the word. Students write the word. Check the word. If it is correct, move onto another word. If the word is incorrect, students look at and say the word again, then cover and write the word again.

### Motivation / Purpose **Date.../.../...**

The purpose of the text is to report on energy sources that help runners to race over short and long distances. The text links with the *Science* theme *Physical Science*.

### **During Reading**

#### Vocabulary Context **Date.../.../...**

Discuss the meaning of each vocabulary words.  
Tell students that 'kilometre' originates from the root word 'kilo' (Greek) meaning 1000. Ask students how many metres there are in a kilometre. (1000) What other words begin with 'kilo'? (kilogram - 1000 grams, kilowatt - 1000 watts)  
Ask students what they know about the marathon. Tell students that the marathon is named after the famous Battle of Marathon in Ancient Greece. Talk about how words are derived from other languages.

#### Checking for Meaning

- Literal: **Date.../.../...****  
What happens if people who play sport do not have energy? (p.4)  
Why don't all people need the same kind of energy? (pp.6-7)

#### Inferential: **Date.../.../...**

If you saw two runners. How could you tell which was a sprinter and which was an endurance runner by looking at them?

If sprinters have a sports injury, what types of food should they eat?  
Why shouldn't endurance runners eat too many proteins?  
Make sure students understand the difference between literal and inferential information.

- Response: **Date.../.../...****  
What foods do you eat that help you to play sport?  
What foods do you eat more of - proteins or carbohydrates?  
Is there a food that you think you should eat less or more of to give you the energy you need?

### Grammatical Patterns **Date.../.../...**

Make sure students understand the following components of a report:

- Opening general statement defines the topic: *People who play sport need a lot of energy.* (p.4)
- Characteristic features of the subject: *what sprinters do and the energy they need to do their sport* (pp.8- 14). *Foods endurance runners need to give them energy* (p.20-23)
- Paragraphs with topic sentences to organise information: *Sprinters need special food to help them build the muscles.* (p.12). *Protein can be found in red meat, eggs and milk.* (p.14)
- Use of timeless present tense, indicated by relating and action verbs: *Some sports people need a lot of energy quickly* (p.6). *Sprinters prepare for a race by building up their muscles.* (p.10)
- Use of general nouns: *people* (p.4), *food* (p.12), *milk* (p.14), *car* (p.21), *dinner* (p.22)
- Use of technical and/or subject specific language: *energy* (p.4), *sprinters* (p.8), *muscles* (p.10), *protein* (p.12), *marathon* (p.17), *kilometres* (p.17), *fat* (p.20)
- Use of nouns as the beginning focus of a clause to focus the readers attention on the theme of the text: *Sprinters are people who race over a short distance.* (p.8), *Muscles are very heavy and make a person's body heavy.* (p.19)

### Fluency and Punctuation **Date.../.../...**

Complex sentences explain cause and effect, with commas separating independent and dependent clauses: *When someone is at their peak* (cause), *they play very well.* (effect) (p.5). *The stronger their muscles are* (cause), *the more energy they can use at the start of a race.* (effect) (p.10) Demonstrate reading these sentences, pausing at the comma and using appropriate intonation to emphasise the consequences (effect) of the action (cause) when reading aloud.  
Commas separate words in a list: *Protein can be found in red meat, eggs and milk.* (p.14)

Demonstrate how to read this sentence, pausing between each word in the list. Note that there is no comma between the final two nouns and 'and'. How do commas help to slow the pace of the text? What would this sentence sound like if the commas were not there?

These punctuation patterns occur in the text:

- Use of numerical notation to represent numbers: *5000 metres* (p.17), *42 kilometres* (p.17)
- Use of apostrophes to indicate possession: *person's body* (p.1)

### Critical Literacy **Date.../.../...**

What key ideas about energy, sport and food did the author want to communicate in this book?  
What questions about energy and sport does the book answer?  
What key words did the author need to know to be able to write the book?

### Linking Visual and Written **Date.../.../...**

Explain how the diagrams on pages 12 and 20 add information to the written text. Where else in this book does visual support add to the text? (pp.14 and 22).

**Date.../.../...**

## After Reading

If 'kilo' means 1000, how many metres is the marathon? (42,000 m) How many kilometres is 5000 metres? (5 km) And 10000 metres? (10 km)

### Activities

Students will:

- make connections between key words to show their understanding of the text
- break words into syllables and locate words in the text using clues based on meaning and syllables
- select words to fill gaps in sentences, then use the words to make a word find
- write research questions, factual statements and key words based on their reading.

Comprehension (meaning)    Phonics (visual)    Vocabulary (structure)    Writing (structure)

